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Response by OSSTF District  
& to Hamilton Board of  
Education Vocational  
Secondary Schools Study 1981







O.S.S.T.F. DISTRICT 8

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GOVERNMENT DOCUMENTS

VOCATIONAL SECONDARY SCHOOLS STUDY



**BE IT RESOLVED** ~~that~~ District 8 Council  
form a subcommittee to study ~~the~~ implications  
of the closure of any vocational secondary  
schools and of a change in philosophy ~~to~~  
vocational coeducation.

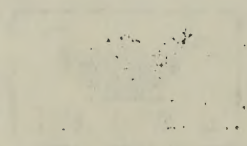
Prepared by:

Paul Kropp, Chairman  
Diane Durney  
Bruce Gibson  
Janice Galivan  
Chris Jennings  
Jim Kadonaga  
Alex MacFarlane  
Kim McCulloch  
Susan O'Brien

Adopted by District 8 -26 January, 1981

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1. Introduction

This report is the response of District 8, Ontario Secondary School Teachers' Federation to the two reports of the Hamilton Board of Education dealing with the proposed amalgamation of Ainslie Wood and Agnes Macphail Secondary Schools [Vocational School Study Report, 1980 09 25; Vocational Consolidation Report 1980 11 25].

In general, the District agrees with the recommendation creating a coeducational vocational school as an experiment in Hamilton. We also agree that Ainslie Wood Secondary School would be the preferred site for the combined, coeducational school proposed in the Board's Vocational Consolidation Report.

However, the District cannot agree with the procedure suggested in the Vocational Consolidation Report for effecting the merger of the schools. That procedure would needlessly shift students and teachers to other vocational schools in the city, disrupt programmes in all the vocational schools, and likely result in a net loss of students to the system. The District proposes another means by which the necessary renovations can be made at Ainslie Wood School in time for a September, 1983 opening.

Furthermore, this report makes a number of suggestions regarding the timetabling and administrative structure of the new, experimental school. It is our sense that the "traditional" vocational school structure would not be adequate to deal with the demands of a 400-student, coeducational high school. The District also proposes that Agnes Macphail School, when it becomes available in 1983, be used in part for an alternative high school in Hamilton similar to those already in existence in Toronto and elsewhere in Canada.

# Introduction

This report is the response of District 5, Ontario Secondary School Trustees, established in the late report of the Hamilton Board of Education dealing with the proposed development of a new high school in the Agincourt-McCowan Secondary Schools [Vocational] area. The report is dated 1981.

In January, the District 5 Trustees, working with the recommendation of the Hamilton Board of Education, agreed to an experiment in creating a new vocational school as an experiment in Hamilton. We also agree that this is a new secondary school would be the ideal site for the combined vocational school proposed in the District Vocational Consolidation Report.

However, the District 5 Trustees, in agreement with the recommendation of the Hamilton Board of Education, agreed to an experiment in creating a new vocational school as an experiment in Hamilton. We also agree that this is a new secondary school would be the ideal site for the combined vocational school proposed in the District Vocational Consolidation Report.

Furthermore, this report makes a number of suggestions regarding the financing and administrative structure of the new vocational school. It is our hope that the "traditional" vocational school structure would not be necessary to deal with the demands of a new student vocational high school. The District 5 Trustees, in agreement with the Hamilton Board of Education, agreed to an experiment in creating a new vocational school as an experiment in Hamilton. We also agree that this is a new secondary school would be the ideal site for the combined vocational school proposed in the District Vocational Consolidation Report.



## 11. Background

Following is a listing of the vocational areas presently operating at Agnes Macphail and Ainslie Wood.

| Agnes Macphail [at present]   | Ainslie Wood [at present]      |
|-------------------------------|--------------------------------|
| 1. Typing                     | 1. Auto Servicing              |
| 2. Foods [Quantity Cooking]   | 2. Foods [Quantity Cooking]    |
| 3. Foods [Restaurant]         | 3. Foods [Restaurant]          |
| 4. Motel-Hotel Management     | 4. Foods [Baking]              |
| 5. Dry Cleaning and Tailoring | 5. Building Construction       |
| 6. Hairdressing               | 6. Horticulture                |
| 7. Clothing                   | 7. Graphic Arts                |
| 8. Marketing - Merchandising  | 8. Welding and Ornamental Iron |
| 9. Hospital Services          | 9. Visual Arts                 |
| 10. Visual Arts               | 10. * General Shop             |

### Coeducational Accommodation

The nine vocational areas presently operating at Ainslie Wood could remain in operation. Of the ten areas presently operating at Agnes Macphail, three are duplicated at Ainslie Wood: Visual Arts, Foods [Quantity Cooking] and Foods [Restaurant]. Although the Vocational Consolidation Report calls for maintaining only five shop areas, it would be possible to accommodate all of the seven remaining shop areas at Agnes Macphail as follows:

- \* Typing - in a second floor classroom 209
- Dry Cleaning and Tailoring - in a converted Masonry Room
- Hairdressing - in converted Auto Body Room
- Clothing - in converted Drafting/Typing Room
- Marketing - Merchandising - in vacant Marketing-Merchandising Room
- Hospital Services - in converted Science Room
- \* Motel-Hotel Management - in a converted second floor classroom divided by a portable partition. Example: 207A & B.





The majority of vocational areas noted above could be offered on a coeducational basis. Final decisions in this respect could be dealt with by the administration of the school when enrollment figures are finalized and student preferences investigated.

Note: Shop areas marked with an asterisk differ from the recommendation in the Vocational Consolidation Report.

### Staff

A student population of 425 would necessitate a total of thirty-four staff members [which includes Principal and Assistants to Principal] based on a staff-pupil ratio of 12.5:1.

There may be areas of duplication and/or redundancy which would be created. There is the possibility of teacher displacement which, of course, is subject to the provisions of the Collective Agreement.

### Problems

1. The physical education classes will be in a much more confined area. There will be difficulties arising when planning intramural sports and extra-curricular sports. Team practices and games will be affected by the sharing of a single gymnasium.
2. With some vocational shops becoming coeducational, senior students may not receive their first option choices as is presently the case in most instances. [Computer-produced timetables would minimize this difficulty]
3. The Motel-Hotel course should be maintained if possible. The Motel-Hotel course at Agnes Macphail provides for the unique needs of 3 distinct groups of students. Firstly, it provides practical experience in all housekeeping and homemaking skills for all junior students, thus insuring that every vocational student has school experiences designed to help in managing a home/family environment and in acquiring marketable skills





in the housekeeping, homemaking fields where job opportunities for our students are numerous. Secondly, many senior students who wish to become trained to work in food service or health care industries are able to learn and improve skills in an environment where time and production requirements do not limit their participation. In this respect, Motel-Hotel serves as Agnes Macphail's "general-shop." The third group of students are those senior students who wish to become skilled in all aspects of housekeeping and homemaking in order that they may manage their own personal lives as well as possible and/or earn their livelihoods in the general area of homemaking/housekeeping.





A.C. - ACADEMIC  
CLASSROOM

p. 5

Green House

Landscape Maintenance

Auto Service

HAIRDRESSING  
AND TWO A.C.  
TO BE DEVELOPED

↓

112

113 Auto Body Repair

114 Welding and Ornamental Iron

115 Trowel Trades

116 Building Construction

DRYCLEANING  
TAILORING

Boiler Room

Women's Washroom

Boys' Washroom

Change Room

Stage

Gym A

Gym B

109 Group Guidance

Gym Supply

110

Canteen

Kitchen

GENERAL  
SHOP CLASS

118

117

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The floor plan shows a school building with the following rooms and areas:

- Hospital Services** (211)
- Science** (210)
- Student Washroom**
- Library**
- Quiet Room**
- Audio Visual**
- Mathematics** (205)
- Mathematics** (202)
- Hotel-Motel Management** (207A, English)
- Typing** (200)
- Reading** (206)
- Reading** (204)
- Reading** (203)
- Clothing** (201)
- A.C.** (212)
- A.C.** (213)
- A.C.** (214)
- A.C.** (208B)
- A.C.** (208A)
- A.C.** (206)
- A.C.** (204)
- A.C.** (203)





111. Coeducation

## RECOMMENDATION:

That a coeducational vocational secondary school be established in Hamilton on an experimental basis.

This District recommends the initiation of coeducation as an experiment in Hamilton's Secondary Vocational Schools.

Just as the education system must provide realistic course selection relevant to opportunities on the job market, it must also provide a realistic social environment for the development of the inter-personal skills necessary for our young people to cope with and to make more positive contributions to society. One would assume that these skills involve the ability to relate well to both men and women and such cannot be developed as effectively in a segregated school environment.

The Scarborough Vocational Study reveals that 1/3 of vocational school students have significant social/behavioral/emotional problems. Further analysis reveals that 1/3 of vocational school students come from single-parent families. It would seem to be reasonable to assume that the coeducational experience in their classes would be of particular value to both these groups of students.

It is vital to develop in a positive school environment social skills not always developed at home. Reports from employers repeatedly emphasize the fact that failure as an employee is due more often to the lack of cooperative work relationships than to actual job skill performance. The coeducational environment would help develop these necessary social skills.

Admittedly, there may be some problems with coeducation. For example, one would expect the presence of girls to generate more gentlemanly and courteous behaviour in the boys. However, there is the possibility they may be more encouraged to show off, and to





otherwise act inappropriately to impress the young ladies. There is also the possibility that the girls may withdraw and become too shy to speak out in class because they, in turn, want to impress one or more of the young men. These are likely problems but they are also social facts of life. In school, the teacher is there to act as guide, initiator, motivator in creating a healthy coed environment, as opposed to the environment they can all find on the street.

Finally, it should be noted that in September, 1975, in a report to the Board by Hamilton's Secondary School Principals, it was recommended "that consideration be given by the appropriate officials of the Hamilton Board of Education to the developing of a coeducational system in the Hamilton Vocational Schools." This is the time to follow their recommendations and initiate the coeducational vocational experiment.

#### IV Combining the Schools into Ainslie Wood

##### RECOMMENDATIONS

That the coeducational school be created by the merger of Ainslie Wood and Agnes Macphail Vocational Secondary Schools.

That the new, vocational/coeducational school created by this merger be opened not before September, 1983 in the Ainslie Wood School building.

The District agrees with the decision to place the combined school in Ainslie Wood since it was based on the fact that Agnes Macphail was architecturally unsuitable due to the accommodation required for shops.

#### V Method of Effecting the Merger

##### RECOMMENDATION

That any timetable calling for a temporary closure of either school [Vocational Consolidation Report, recommendations [c] and [d]] be reconsidered and, furthermore, that renovations to Ainslie Wood be accomplished in the spring and summer of 1982 and 1983.





According to the Vocational Consolidation Report [page 81], eight months are required for physical renovation to Ainslie Wood to accommodate the coeducational school. That report then recommends closing Ainslie Wood for 1982-1983 to permit the renovations to take place. We strongly disagree with this recommendation for the following reasons:

- It would cause massive disruption for all Ainslie Wood students. Students at vocational schools have less ability to cope with simple changes than regular composite students, - it follows that the closing of their school would be an even more traumatic experience.
- Some students would undoubtedly drop out rather than face two transfers in two years. These students would be lost to the system.
- There would be disruption to programmes in all the receiving schools.
- There would be extraordinary difficulties in temporary teacher placement, especially for shop teachers, who would lack adequate facilities in the receiving schools.
- Many vocational students have already experienced too many changes in their learning environment to the detriment of their education and attitude toward schools.
- It would destroy the school spirit and sense of belonging at Ainslie Wood developed over the last eleven years.
- Enrollment may not decline sufficiently at the other boys' vocational schools so that the Ainslie Wood students can be accommodated. [see section VI of this report].
- There would be difficulty in determining course options for students who might return to the new school, since some senior students might choose to remain in their receiving schools.
- The Blueprint for the '80's calls for meeting the special needs of special students. That concept would be undermined.

Therefore, we recommend that renovations take place over the late springs and summers of 1982 and 1983.

- Construction over May, June, July and August provides for the 8 months suggested in the Vocational Consolidation Report.





- It would be better to lose some shop/classroom capacity in 1982-1983 than to disperse an entire school and disrupt the entire vocational school system.

The scattering of the Ainslie Wood student population should be avoided at all cost.

## VI Enrollment Projections

### RECOMMENDATION

If continuing scrutiny indicates that enrollment will not decline significantly by 1983 at Agnes Macphail and Ainslie Wood, the amalgamation should be delayed until 1984 or such time as a minimal number of students must be displaced.

Evidence suggests that the science of enrollment forecasting continues to be somewhat inexact. For example, in October, 1979, the Board projected a vocational school enrollment of 2057 for September 30, 1980. In fact, 2118 students were enrolled on September 30, 1980. In attempting to forecast vocational school enrollment just 12 months in advance, the error amounted to an underestimation of actual enrollment of 61 students or 3%.

Projections made two or more years in advance seem to increase the margin of error dramatically.

| Vocational School Enrollments<br>as forecast in 1977 for: |      | Actual enrollments of Sept. 30<br>each year: |     |         |
|-----------------------------------------------------------|------|----------------------------------------------|-----|---------|
|                                                           |      |                                              |     | Error   |
| Sept. 1978                                                | 2020 | 2195                                         | 175 | [8.6%]  |
| Sept. 1979                                                | 1885 | 2167                                         | 282 | [14.9%] |
| Sept. 1980                                                | 1760 | 2118                                         | 358 | [20.3%] |
| Sept. 1981                                                | 1683 | ?                                            | ?   |         |
| Sept. 1982                                                | 1637 | ?                                            | ?   |         |
| Sept. 1983                                                | 1591 | ?                                            | ?   |         |





Undoubtedly, research methods have improved tremendously in the intervening years. However, the evidence suggests that errors do occur in enrollment projections, particularly when they are made well in advance. For this reason alone, District 8 urges the Board to retain a degree of flexibility in its position with regard to the actual years of school closure and amalgamation.

In addition, the effects of current amendments to the Education Act regarding Special Education are not yet fully understood. It may be that these will affect future needs for classroom space, and teachers, as well as vocational school enrollments. These unanswered questions suggest that flexibility in the Board's position on vocational school closure and amalgamation is necessary.

## VII Consultations with Staff

### RECOMMENDATIONS

That the Board carefully select staff for the new school who are appropriately qualified and support the concept of coeducation; and that the nucleus of this staff be drawn from the staffs of Ainslie Wood and Agnes Macphail.

That the architects and administrators of the Board cooperate closely with the teachers of Agnes Macphail and Ainslie Wood in designing shops and classrooms for the combined school.

Since the new coeducational vocational school is a pilot project for the City of Hamilton, the selection of appropriately qualified staff for all positions must be carefully handled.

It is important that staff for the combined school be allowed the opportunity of in-service training in other coeducational secondary schools. Teachers should be encouraged and given time to visit coeducational secondary schools both in Hamilton and other cities.

To encourage maximum effectiveness in the organization of the





physical plant, it is recommended that experienced shop teachers be consulted regarding shop construction.

During renovation, the equipment should be located in such a way as to allow efficient use of all facilities.

## VIII Structure of the New School

### RECOMMENDATION

That the new school experiment with timetabling and administrative structures different from those used heretofore in Hamilton vocational schools.

The new school provides an opportunity to experiment with aspects of school organization not previously used in Hamilton's vocational schools. We recommend that the Board consider the following organizational innovations for the coeducational school.

#### A. Semestered-flex Timetables

We would recommend a semestered-flex timetable be used in the new school similar to those currently in use in some composite secondary schools. The concept of semester credits is already in use; we would propose extension of the concept to a semestered-flex timetable with full-year capability in some subjects.

Possible blocked times - 4 subjects/day; 2 day cycle

9:00 - 10:10 Block A  
10:10 - 10:20 Break  
10:20 - 11:30 Block B  
11:30 - 12:40 Block C/Lunch  
12:40 - 1:50 Block C/Lunch  
1:50 - 2:00 Break  
2:00 - 3:10 Block C





The advantages to a semestered system are as follows:

- students can get a 'fresh start' in mid-year;
- holding power improves;
- flexibility of programme improves;
- students who come from single-teacher opportunity classes would find it easier to relate to a smaller number of teachers;
- transfer students from elementary and composite schools and from community treatment facilities could be more easily accommodated.

B. Individual Timetables [probably computer-generated]

- a] Year 1 - shop rounds
  - academic splits, by ability
  - English + 1 mandatory subject
- b] Years 11, 333 - major, minor shop selections
  - English [to include Drama, Canadian Literature at the senior level]
  - + one mandatory subject/year
- c] Year 1V - major shop selections
  - English [if required]
  - Coop programme
  - [work experience]

The individual timetables suggested above assist in semestering and they provide programme flexibility heretofore unknown in the vocational schools. In addition, we anticipate a number of other advantages:

- matching students with courses at their ability level;
- accommodating senior students in the shops of their choice;
- avoiding inter-student conflicts that develop in the current timetabling system.

Staffing

The staffing of the new school should be improved to accommodate the demands of coeducation, the enlarged school population and the nature of the students. It is our position that the organization of the new school must be much more akin to that of a composite secondary school.





Implicit in this, is provision for:  
 additional assistance for the Principal in the areas of timetabling and discipline, additional guidance teachers and a library staffed by a full-time, qualified librarian with an open timetable. Departmental organization and responsibilities will also have to be similar to those of the composite secondary schools.

A detailed proposal will be submitted by District 8 to be included in the next Collective Agreement.

## IX Agnes Macphail Building for an Alternative High School

### RECOMMENDATION

That the Agnes Macphail building be used, in part, to house an alternative high school as recommended to the Board in this and other reports.

With the merger of Agnes Macphail and Ainslie Wood into the Ainslie Wood building in 1983 or thereafter, the Agnes Macphail building becomes available for other uses by the Board of Education. We would urge, in conjunction with the Board's own Committee on Discipline in the Schools, that this building be used to house an alternative high school similar to those that now exist in Toronto and elsewhere in Canada.

Such an alternative high school would serve a number of important purposes:

- it would provide a learning situation for bright but disaffected students who are not now properly served in the traditional high schools;
- it would help to counteract Hamilton's high drop-out rate by offering an alternative environment for students who might otherwise leave the traditional high schools;
- it could provide a means for permitting part-time and evening school students to work toward their secondary school diplomas without having to enroll full-time in high school;
- it would provide a laboratory for alternative teaching and administrative techniques and provide an environment for developing new course designs.





Agnes Macphail would be an ideal facility for an alternative high school for a number of reasons:

- it is a new and attractive building in good repair;
- it provides both shop and academic classrooms for varied course offerings;
- its location is reasonably convenient for students from all parts of the city;
- it is designed to be a small school and no alternative high school should ever accommodate more than a few hundred students;
- the Agnes Macphail building would be retained by the Board for future use;
- the Agnes Macphail gym could still be used by students at the new school and at Westdale;
- its closing in 1983 or thereafter gives the Board sufficient time to design, staff, and develop programmes for the alternative high school.

It is not the intention of this report to outline in any detail the structure or programme of such an alternative high school. Some of this work has already been done by the Board's own committees. Additional study should be undertaken before a final proposal is accepted by the Board, and certainly OSSTF would wish to provide some input into that decision. What is important at this time is that the Board begin the necessary work so that an alternative high school can become operational when the Agnes Macphail building becomes available.

## X Handicapped Students

### RECOMMENDATION

That ramps, elevators and other facilities for the handicapped be built as part of the Ainslie Wood renovations. The District believes this recommendation speaks for itself.





X Summary of Recommendations

It is the position of District 8 O.S.S.T.F.:

- a] that a coeducational vocational secondary school be established in Hamilton on an experimental basis;
- b] that this school be created by the merger of Ainslie Wood and Agnes Macphail Vocational Secondary Schools;
- c] that the new vocational coeducational school created by this merger be opened not before September, 1983, in the Ainslie Wood School building;
- d] If continuing scrutiny indicates that the enrollment will not decline significantly by 1983 at Agnes Macphail and Ainslie Wood, the amalgamation should be delayed until 1984 or such time as a minimum number of students must be displaced;
- e] that any timetable calling for a temporary closure of either school [Vocational Consolidation Report, recommendations [d] and [d]] be reconsidered and, furthermore, that renovations to Ainslie Wood be accomplished in the spring and summer of 1982 and 1983;
- f] that the Board carefully select staff for the new school who are appropriately qualified and support the concept of coeducation; and that the nucleus of this staff be drawn from the staffs of Ainslie Wood and Agnes Macphail;
- g] that the architects and administrators of the Board cooperate closely with the teachers of Agnes Macphail and Ainslie Wood in designing shops and classrooms for the combined school;
- h] that the new school experiment with timetabling and administrative structures different from those used heretofore in Hamilton vocational schools;
- i] that the Agnes Macphail building be used, in part, to house an alternative high school as recommended to the Board in this and other reports;
- j] that ramps, elevators and other facilities for the handicapped be built as part of the Ainslie Wood renovation.

THEORY OF THE EARTH

It is the purpose of this book to show that the earth is a solid body.

First, a general statement of the theory of the earth is given.

Then, the theory is applied to the case of the earth.

Finally, the theory is applied to the case of the moon.

The theory is then applied to the case of the sun.

It is then shown that the theory is in agreement with the facts.

The theory is then applied to the case of the planets.

It is then shown that the theory is in agreement with the facts.

The theory is then applied to the case of the stars.

It is then shown that the theory is in agreement with the facts.

The theory is then applied to the case of the galaxies.

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It is then shown that the theory is in agreement with the facts.

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It is then shown that the theory is in agreement with the facts.

The theory is then applied to the case of the past.

It is then shown that the theory is in agreement with the facts.

The theory is then applied to the case of the present.

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The theory is then applied to the case of the future.

It is then shown that the theory is in agreement with the facts.

The theory is then applied to the case of the past.

It is then shown that the theory is in agreement with the facts.







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